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ABSTRACT

The topic of international education and higher education is discussed from an Asian viewpoint. Expectations of higher education, international education in a changing world, and international cooperation in higher education are considered. The expansion of universities in industrialized and in developing countries is noted, and information is presented on the growth of universities in Southeast Asia. Although problems have been encountered in most countries, international education has become an important component of Southeast Asian universities. The creation of the United Nations organization at the end of the Second World War brought in a new era in international education. Among the reasons contributing to the broadening of the scope of international education over recent years are the facts that: (1) internationalism has become a way of life; (2) countries in the modern world have become more interdependent than ever before; (3) the globe has become smaller with the advance of science and technology; and (4) communication technology has made advances. Along with numerous intergovernmental and private organizations, higher education has taken the lead in establishing the various channels of cooperation among scholars in different parts of the world. The promotion of world peace and progress depends, among other factors, on international education. (SW)

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SHOU-SHENG HSUEH
The Chinese University of Hong Kong

INTERNATIONAL EDUCATION: PROBLEMS AND PROSPECTS

JUNE 6, 1978

This is my first trip to Pittsburgh. I bring you sunshine and greetings from Hong Kong.

Let me begin on a personal note. For reasons I do not fully understand myself, I have been interested and involved in international education for the last 20 years. When the famous School of Public and International Affairs at Pitt was started, I felt very honored and flattered to receive a personal letter from the late Chancellor Litchfield asking for my personal views and suggestions for the new school, and I was pleased this morning to be able to visit the office of the School of Public and International Affairs in person.

I am delighted and grateful to be here with you this afternoon. This is a very memorable occasion as we are assembled here in this elegant hall to honor a distinguished American educational leader, Dr. Paul Masoner, Dean Emeritus of the School of Education of the University of Pittsburgh. To us in Asia, Dr. Masoner is a distinguished educational leader of world-standing. I am indeed fortunate to have been invited to attend this important occasion, and especially privileged to be the speaker in the prestigious Paul Masoner International Lecture series for this year. It is indeed a very great honor to my university and myself, and for this I am grateful to my Pittsburgh colleagues, particularly Dean James Kelly and Dr. Wilma Smith. In fact, the Planning Committee took a very great risk in extending the invitation to me to address this distinguished assembly.

Needless to say, the University of Pittsburgh is well known to the academic community in Asia, especially for its significant contributions in the field of international education. As some of you may be aware, the University of Pittsburgh and the Chinese University of Hong Kong have maintained a very special relationship since our university's foundation in 1963. We have greatly benefited by our institutional ties and personal relations with Pitt scholars and administrators. A number of my colleagues, especially in the field of sociology, have either obtained postgraduate degrees or undertaken advanced research at this famous university. Professor C.K. Yang, a Distinguished Service Professor in your Department of Sociology, has served in various advisory capacities in our university and as an eminent member of the Fulton Commission, whose report, published in 1976, served as the basis for the reorganization of the Chinese University. Other prominent Pitt colleagues such as Chancellor Wesley Posvar, Dr. Charles Peake, Dr. Burkart Holzer, and others, are well known and close to us. Moreover, our Vice-Chancellor, Dr. Choh-Ming Li, was the recipient of an honorary degree of Doctor of Social Science from

Pitt. One of my colleagues, Dr. Ambrose King, Head of New Asia College, is also a Pitt alumnus. Thanks to Dr. Masoner, cooperative relations between our Schools of Education are also being explored. I hope that my visit will, in some small way, further contribute to the strengthening of our academic collaboration and personal friendship.

Now, please allow me to turn to the main task which has been assigned to me, to deliver this year's lecture on international education. As you all know, the lecture series was inaugurated in 1972 to honor Dr. Masoner for his unique contributions in international education. I understand that this year's lecture has a special significance because this occasion also marks his retirement. I am, therefore, doubly honored to be invited to deliver the lecture, which provides an opportunity not only to examine or re-examine international issues with reference to higher education, but also to reiterate our deep appreciation to Dr. Masoner for his contributions in the field of international education, and to present to him our very best wishes for even more productive years during his retirement.

The subject of my lecture is "International Education: Problems and Prospects." It is understood that the emphasis will be placed on higher education and that the lecture at best reflects an Asian viewpoint. Within the time assigned to me for the delivery, I propose to tackle my subject by sharing with you my thoughts on three related topics, namely: expectations of higher education; international education in a changing world; and international cooperation in higher education.

A large number of colonies throughout the world have achieved independence since the end of the Second World War. With political independence, people in newly emerging states have acquired a new consciousness of the importance of higher education, which used to be the prerogative of young men and women of wealthy families. As a consequence, the social foundation of higher education has broadened considerably and higher education has become an integral part of democracy. Urgent demand is thus created for places in institutions of higher learning. Leaders of new nations have placed great emphasis on higher education as a means of meeting the need for more highly qualified citizens and for economic, political, and social development.

Against this background, there has been an unprecedented expansion of universities, not only in industrialized countries, but especially in developing countries. Higher education invariably constitutes an increasingly important item in the national budget, resulting in rapid growth in the number of universities as well as in the student population.

All the territories in Southeast Asia with the exception of Thailand have been colonized by Western powers in the past, and only became independent after the Second World War. In all these countries, a key factor in their development has been to expand and improve higher education. For example, the whole of Indonesia, believe it or not, did not have a single university at the time of independence, and now that country has a total of 360 institutions of higher education, including 41 state universities and 319 private universities, colleges, and other tertiary institutions. Another instance is the Republic of the Philippines, which had only one university at the time of independence, namely, the University of Santo Tomas, founded in 1611, the oldest university in Asia. Today, the Philippines has 10 state universities, 40 private universities, over 30 state colleges, and about 650 private colleges, with a combined university enrollment of approximately 800,000 out of a population of about 40 million. The largest is the University of the Far East with a student population of 60,000. Similar developments can be found in all the other countries of Asia and also, I am sure, in other parts of the world.

Despite the great efforts made by various governments to meet the rising expectations in the field of higher education, serious problems have been encountered in most countries. A number of problems in Southeast Asia may be mentioned which are by no means new or uncommon. I am sure that similar problems are being faced in other parts of the world, including the United States of America.

University spaces are in extremely short supply in spite of the great increase in numbers of places in Southeast Asia, and admission is subject to competitive entrance examination and interview. In Hong Kong, for example, there are two universities with a total student enrollment of about 9,000 for a population of 4.7 million. For the coming year, some 13,000 applications were received by the Chinese University for its matriculation examination, and about 9.000 applied to the University of Hong Kong, whereas the number of spaces available in each institution is approximately 1,000. In other words, the combined student intake is less than 10% of applicants, causing a great deal of disappointment and frustration on the part of those who fail to obtain admission. A small number of them may enter universities abroad or reapply for admission into the local universities in the following year. The majority enter post-secondary colleges, technical institutions, or the work force in Hong Kong.

By and large, most countries in Asia are facing a serious shortage of funds. Not every country can afford a 30 million dollar quadrangle building as you have at Pitt. We are short of buildings, teaching and research facilities, and qualified teachers. Many universities lack adequate classrooms, library resources, and laboratory equipment. Because of the shortage of qualified teachers and the rapid increase in the student population, classes tend to be extremely large, and it has become a common phenomenon for classes to be attended by hundreds of students. Relations between teacher and student have become impersonal, and sometimes almost nonexistent, apart from contact in class with large numbers of students.

Another serious problem is related to teaching methods. Both teachers and students rely heavily on textbooks. Most teachers are busily engaged in day-to-day teaching and have little time for research or writing textbooks. Therefore, university teaching depends largely on imported textbooks, especially from the United States of America and England, as English is the first foreign language in many Asian countries.

In spite of the various difficulties I have briefly outlined, international education has become a very important component of Southeast Asian universities. This, of course, is largely due to the realities of world politics, plus the fact that regional cooperation has almost become a necessity in the new international order. As a result, many regional organizations, associations, and societies have been established, notably; The Association of Southeast Asian Institutions of Higher Learning, which is the oldest regional association of its kind in Asia. This association serves as an effective channel of communication and cooperation among the various universities in Southeast Asia. Every year there are general conferences and specialized seminars on selected topics in the field of university administration as well as on academic subjects. During recent years, there has been a tendency to encourage more lasting academic cooperation. This association has encouraged the establishment of regional learned societies, including the Southeast Asian Social Science Association and the Southeast Asian Mathematical Association. There is a growing consciousness of international education in our part of the globe.

I now turn briefly to international education in a changing world. To quote a world-famous American educationalist, Dean James Kelly, "International education has now come from what may be termed educationally desirable to what is educationally mandatory."

International education has a relatively long history. Over recent years, it has undergone significant change with the time. Historically speaking, international education was a logical product of the common desire among educationalists in different parts of the world to learn from each other in the development of international relations. As a result of Western colonization of overseas territories in Asia, close ties, notably in economic, trade, and political fields, have been cultivated. Along with the expansion in trade relations, there emerged groups of educationalists and missionaries who were dedicated to the development of education in their colonies, and in the process, scholars from different cultures began to sow the seeds of international education.

In the development of international relations, American educationalists have played a crucial role. Since the discovery of America by Columbus, the New World has attracted large numbers of immigrants from nearly all parts of the world. The United States of America is basically a plural society with a multi-cultural population. By virtue of their history and character, Americans, and especially American educationalists, are internationally-minded people. Besides, American business interests are established on a world-wide basis, and the American dollar is an international currency. Americans are among the most widely-traveled citizens in the world and have contributed significantly to Hong Kong's tourism, economy, and trade. American scholars are readily available in many countries, and American professors and students teach and study in various parts of the world.

American influence on higher education overseas has been particularly strong. In certain academic fields such as education, the social sciences, business administration, and applied sciences, American contributions are evident in developing countries, so much so that textbooks and reference materials written by American scholars are widely used in Asian countries. It is clear that the American impact on world education has been a very real and significant one.

The creation of the United Nations Organization at the end of the Second World War ushered in a new era in international education. A large number of new states have emerged. At the time of the San Francisco Conference the number of original members of the United Nations Organization was 51, and today its membership has more than doubled. Political independence has stimulated educational consciousness, and in turn it has advanced the frontiers of knowledge and has enriched national and international education.

The scope of international education has broadened over recent years owing to a number of factors. Firstly, internationalism has become a way of life. The United Nations Organization and specialized agencies have made great contributions to closer relations among nations and among the peoples of the world. Secondly, countries in the modern world have become more interdependent than ever before. This means that major world developments of whatever nature, wherever they may happen, are likely to produce varying effects on the rest of the world. Thirdly, the globe, in a manner of speaking, has become smaller with the advance of science and technology. For example, traveling between Hong Kong and San Francisco by sea used to take several weeks. Today with modern aviation, one can have breakfast in Hong Kong, lunch in Tokyo, and dinner in San Francisco, all within a matter of about 15 flying hours, which can be further reduced by one-half by supersonic Concorde services flying at a speed of one mile per three seconds. In other words, human mobility has never been so great, and has had an obvious effect on international life in general and on international education in particular. Fourthly, communication technology has made tremendous advances. Through live satellite networks, news of world events is transmitted within split seconds, and international repercussions become almost instantaneous. I am reminded of the story of Dr. Masoner and Dean Kelly in Korea last year watching the famous Pitt-

Penn State football game on television. Of course, you all remeber that the star player was Tony Dorsett. The result of the game was a foregone conclusion—Pitt won. The above factors combine to affect international life and have obvious bearings on international education. The impact need not be over-emphasized.

From the historical viewpoint, international education began with the study of the humanities, including language, literature, history, philosophy, and religion. The social sciences have assumed an important role in international education, mainly due to the emphasis placed on economic and social development after the Second World War. This role has been further strengthened by inter-governmental organizations and major foundations, which have spent vast amounts of money on the development of social sciences to meet the needs of economic and social progress in the developing countries in particular. Science and technology is another important area in which there have been historic achievements. In a nutshell, technological development has had a far-reaching impact on the world, and thus, on international education.

Lastly, may I say a few words on international cooperation in higher education. Mankind has learned the hard lessons of the last war, which not only destroyed lives and property but also broke down the international order. With memories of the war still fresh, nations began to recognize that in order to repair the damage done and to restore harmony to the world, they must work together. Political leaders and the peoples of different countries started to build, hand in hand, the foundations of a new world order, and one of the fundamental principles was to strengthen the international community of nations and peoples. In response to the political situation of the time, a host of international organizations, both private and public, has been created. Along with the numerous inter-governmental and private organizations, higher education has taken the lead in establishing the various channels of cooperation among scholars in different parts of the world. As I mentioned earlier, Southeast Asian universities, in keeping with the intensity of worldwide activities, have developed their own international academic programs. For instance, departments of international relations are common in many universities; and institutions or centers of international studies are likewise fashionable in academic circles. As a result, international studies are fully incorporated into the curricula not only in the social sciences, but also in the humanities, science, and technology. Amid these developments, international education has been integrated into academic programs. More and more universities have offered the subject as a field for teaching and research. Comparative studies have also been developed in many universities as part of international education.

International education in Western countries is largely based on data from developing countries. Likewise, international education in Asian countries is heavily dependent on Western methodology. Given our common interest in international education, it is obvious and essential that educationalists of the East and the West should seek full cooperation. Although international education may seem to be more advanced in Western countries, the nations of Asia have been equally important partners in its development. Therefore, Western and Asian scholars should share their experiences in international education.

On this basis, prospects for international education are more than positive. The promotion of world peace and progress depends, among other factors, on international education. Given its magnitude and complexity, international education needs to be strengthened by more closely coordinated efforts.

The Paul Masoner International Lecture Series provides a fitting occasion to reaffirm our dedication to the cause of international education. In this connection, may I describe to you our experience in the International Asian Studies Program, which may serve as a channel for cooperation between our universities.

The Chinese University, since its inception in 1963, has taken up as a mission not only the promotion, but also the enrichment of Chinese culture. Over the last 15 years or so, we have been making every effort to integrate teaching and research in the field of traditional and modern Chinese studies on an interdisciplinary basis. Last year we felt that the time was ripe for us to initiate a modest program whereby we could share our resources, facilities, and above all, our intellectual environment with foreign scholars—professors and students alike. The response was very encouraging. During the first year of its operation we had about 50 scholars and students from ten countries, including the United States of America. The Program caters to the needs of three types of scholars: undergraduate, postgraduate, and faculty members. They usually come for one academic year and study whatever they want on the basis of their own requirements and interests. Most of them take an intensive Chinese language course amounting to approximately 15 periods per week in small classes. In addition, they choose a number of other courses in Asian studies, including Japanese and Southeast Asian studies. The program not only emphasizes the academic side, but also the cultural aspects. We make it a point that all students, especially undergraduates, share rooms with our own Chinese University students, so that friendship and understanding can be cultivated throughout the academic year. Because there are also departments of Japanese, French, and German studies in our university, we try to arrange for students from these countries to share rooms with our students minoring in the respective national studies, so that they can practice their French, German, Japanese, and vice versa. The experience has been found to be of tremendous value.

We have been successful in persuading foreign scholars to learn at least one Chinese musical instrument, whether it is a flute or drum, and also to do a bit of Chinese painting and calligraphy. It is fascinating to see that after six months students and scholars from the United States, Japan and Norway, can converse with each other in Chinese. I mention this program as a possible channel of cooperation between Pitt and the Chinese University of Hong Kong.

In my conversations with Pitt faculty members during this visit, much interest has been generated in the possibility of organizing a program for Pitt faculty and students at the Chinese University of Hong Kong. We hope that some arrangements can be worked out when Dr. Masoner comes to Hong Kong in July.

In conclusion, may I once again express my warmest appreciation to the University of Pittsburgh and all the faculty members involved for their gracious invitation and warm hospitality. I shall leave Pittsburgh with a warm heart, and I shall treasure the happy memories of my visit for many years to come.